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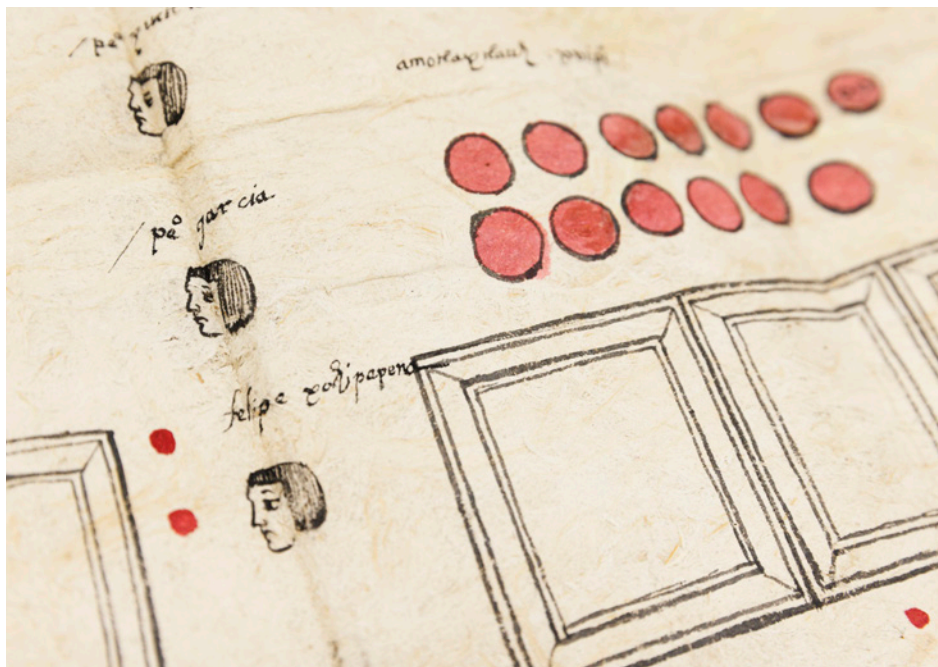
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This drawing from the San Salvador Codex shows the portraits and names of Indigenous workers next to the amount in pesos (red circles) they were underpaid.

Shawn Miller/Geography and Map Division

Library Acquires Rare Codex from Central Mexico

The Library has three of six known 16th-century pictorial manuscripts from the region.

BY WENDI A. MALONEY

Theft, fraud, harassment, withholding of payment – courts around the world hear these charges all the time. Yet, they're far from modern. The Library's newly acquired San Salvador Huejotzingo Codex, for example, documents a legal proceeding from 1571 in which Indigenous Nahuatl officials in central Mexico accused their village's Spanish administrator of these very same crimes.

The Library purchased the rare codex this fall. It contains new details about the earliest legal structures in Mexico after Spanish colonization and the way Indig-

nous people used Spanish laws to defend their rights. The codex is one of only six 16th-century pictorial manuscripts from central Mexico known to still exist. With its acquisition, the Library now holds three of the six.

"The San Salvador Codex adds significantly to the Library's collection of Indigenous manuscripts from the early contact period," John Hessler, formerly of the Geography and Map Division (G&M), said. "It is by any measure a world-class acquisition."

The manuscript has 96 pages on 48 folios and includes six foldout

SAN SALVADOR, CONTINUED ON 7

NOTICES

DONATED TIME

The following employees have satisfied eligibility requirements to receive leave donations from other staff members. Contact Amy McAllister at amcallister@loc.gov.

Lynette Brown
Joselynn Fountain
Cherkea Howery

Wilbur King
Mary Lamb

NEW EMAIL ADDRESS FOR HEALTH SERVICES DIVISION

To contact the Health Services Division (HSD) for issues not related to COVID, send an email to healthservices@loc.gov. This address replaces the division's former address. HSD is also available by phone at (202) 707-8035.

Continue to send emails to HSDCOVID-check-in@loc.gov to report COVID symptoms or exposures.

LIBRARY SHOP HOLIDAY SALE

Nov. 17-19

Jefferson Building, G-63

Get 30% off all in-stock items in store and online. Use the code NOV30 for the special discount at www.loc.gov/shop.

For orders totaling over \$50, receive a Library drawstring backpack. For orders totaling \$100 or more, receive a tote. Order values are calculated after discounts are taken. Staff members must present a Library identification to receive a discount.

Questions? Call (202) 707-3895.

JUNIOR FELLOWS PROGRAM SEEKS APPLICANTS

The Library is seeking applicants for its popular junior fellows summer internship program. In 2023, it will run from May 22 to July 28. The internship is open to undergraduate and graduate students interested in learning about and conducting research using the Library's resources. Remote and on-site projects are available. The deadline to apply is Nov. 28.

Staff members are encouraged to refer interested applicants. For more information, read last week's [press announcement](#).

NO GAZETTE ISSUE ON NOV. 25

The Gazette will not publish on Nov. 25 because of the federal Thanksgiving holiday. Publication will resume on Dec. 2.

GAZETTE

LIBRARY
OF CONGRESS

loc.gov/staff/gazette

APRIL SLAYTON
Executive Editor

MARK HARTSELL
Publications Editor

WENDI A. MALONEY
Writer-Editor

CONTRIBUTING EDITORS
Elaina Finkelstein, calendar
Amy McAllister, donated leave

PROOFREADER
George Thuronyi

DESIGN AND PRODUCTION
Ashley Jones

MISSION OF THE LIBRARY OF CONGRESS

The Library's central mission is to engage, inspire and inform Congress and the American people with a universal and enduring source of knowledge and creativity.

ABOUT THE GAZETTE

An official publication of the Library of Congress, The Gazette encourages Library managers and staff to submit articles and photographs of general interest. Submissions will be edited to convey the most necessary information.

Back issues of The Gazette in print are available in the Communications Office, LM 143. Electronic archived issues and a color PDF file of the current issue are available online at loc.gov/staff/gazette.

GAZETTE WELCOMES LETTERS FROM STAFF

Staff members are invited to use the Gazette for lively and thoughtful debate relevant to Library issues. Letters must be signed by the author, whose place of work and telephone extension should be included so we can verify authorship. If a letter calls for management response, an explanation of a policy or actions or clarification of fact, we will ask for management response.—Ed.

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Editorial: Mark Hartsell, 7-9194, mhartsell@loc.gov, or Wendi Maloney, 7-0979, wmal@loc.gov

Design and production: Ashley Jones, 7-9193, gaze@loc.gov

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GAZETTE DEADLINES

The deadline for editorial copy for the Dec. 2 Gazette is Wednesday, Nov. 16.

Email editorial copy and letters to the editor to mhartsell@loc.gov and wmal@loc.gov.

To promote events through the Library's online calendar (www.loc.gov/loc/events) and the Gazette Calendar, email event and contact information to calendar@loc.gov by 9 a.m. Monday of the week of publication.

Boxed announcements should be submitted electronically (text files) by 9 a.m. Monday the week of publication to mhartsell@loc.gov and wmal@loc.gov.

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ideas? Contact
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Library Connects with Teachers Across the Globe

An online collaboration introduces teachers to the Library's primary sources.

BY STEPHEN WESSON

"What do you wonder about this image?"

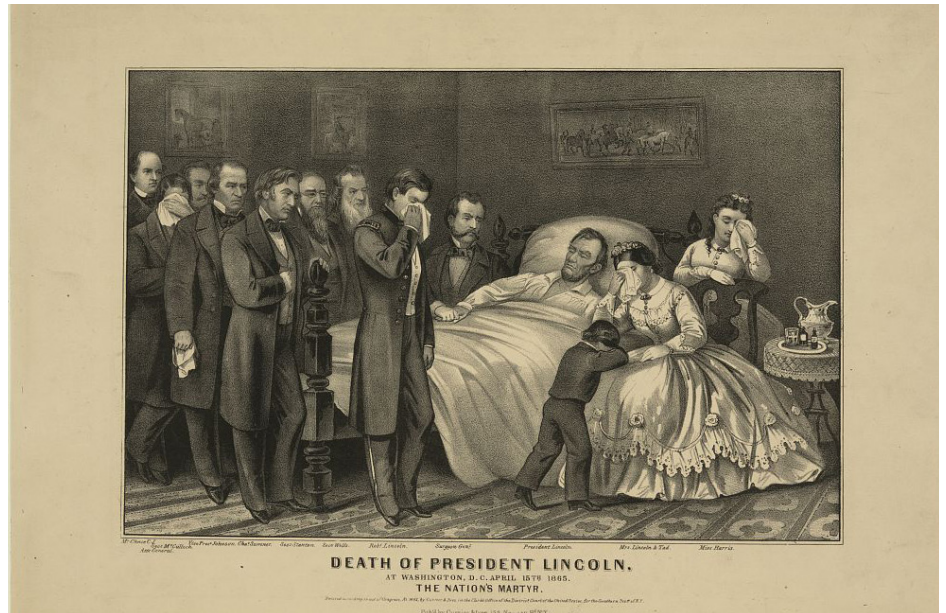
A group of educators, participants in a Library professional development workshop, peered closely at a lithograph from the online collections titled "[Death of President Lincoln](#)." Cheryl Lederle, a Library educational resources specialist, asked the teachers to share their questions with the group.

Their responses: "I wonder when it was made." "Why does the artist depict one man with his face covered?" "Who was actually in the room?"

The participants in this conversation were most definitely not in the same room – or even, in many cases, on the same continent. They were in Guam, South Korea, the United States, Italy and elsewhere and taking part via Zoom in a new educational collaboration between the Library and the Department of Defense Education Activity (DoDEA).

This fall, the Library's Professional Learning and Outreach Initiatives office (PLOI) worked with DoDEA to provide teachers around the world with live, two-hour professional development webinars on working with Library of Congress primary sources. DoDEA operates 160 schools for department dependents in 11 foreign countries, seven states, Guam and Puerto Rico, serving 66,943 students.

The Library's program, "Multiple Sources for Multiple Viewpoints," modeled instructional strategies for analyzing primary sources in classrooms. It was delivered to all of DoDEA's secondary English language arts and social studies teachers – more than 800 –



Teachers in this fall's global webinars brainstormed about how to use an 1865 print of President Lincoln on his deathbed in their classrooms.

between late August and mid-October through seven workshops.

This collaboration came about when Liz Costanzo and Pat Schob, instructional systems specialists for DoDEA's social studies and English language arts programs, reached out after reviewing the Library's online professional development programs for teachers.

"As part of our professional learning plan that focused on using multiple sources for reading-writing connections, as well as meeting new social studies standards, we knew that the Library of Congress would be a great fit," Schob said. "With such a vast repository, there's always a delightful surprise that awaits the teacher-explorer who wants to enrich the curriculum with multiple sources and perspectives."

Lee Ann Potter, director of PLOI, agreed: "We have a great deal of respect for the work that goes on in DoDEA schools, and when we saw this opportunity to work with so many dedicated secondary English language arts and social studies educators in a focused and intentional way, we knew it would be a valuable one for our

program and for the Library."

For supervisory educational resources specialist Kathleen McGuigan, who manages professional learning for PLOI, the far-flung nature of DoDEA schools presented some logistical challenges, however. Some webinars took place on Sunday nights at 8 p.m., while others started at 6:30 a.m.

"Our office is used to serving teachers across the U.S., but facilitating for schools on the other side of the world was new to us," she said. "But given the challenges that educators have faced in recent years, we're glad to make every effort to go above and beyond, just as they do every day."

PLOI's expert facilitators, Lederle and Mike Apfeldorf, worked hard to make the programs engaging and useful for the participants, McGuigan added. "We learned so much from DoDEA teachers."

The educators who participated in the webinars spoke highly of the Library's instructional strategies. Juliet Ramos, who teaches social studies to students in grades six to 12, said the Library's methods will help her and her colleagues go

TEACHERS, CONTINUED ON 4

Managing Diabetes and Reducing Your Risk

BY KERRY MOORE

Diabetes affects one in 10 people worldwide. In the United States, one in five adults do not know they have it. Diabetes is categorized as Type 1, which is insulin dependent; Type 2, which typically develops in adults; and gestational, which occurs during pregnancy.

In honor of World Diabetes Day, Nov. 14, this column offers tips on how to manage diabetes and reduce your risk of developing it.

If you have been diagnosed with Type 2 diabetes, it is important to manage it closely to prevent damage to your cardiovascular system, kidneys, eyes and nerves. Type 2 diabetes is often managed with oral medications and lifestyle adjustments, but it may also require insulin injections.

Diabetes is the No. 1 cause of kidney failure. Chronic kidney disease can lead to lifelong dialysis or the need for a kidney transplant. The number of patients requiring dialysis or a kidney transplant is expected to increase in the next decade. A higher incidence of chronic kidney disease exists in minority communities.

The Centers for Disease Control and Prevention (CDC) recommends five steps to manage diabetes to minimize risks to your organs. First, eat a heart-healthy diet: Avoid high-fat foods, reduce salt intake

and eat a variety of fruits and vegetables along with whole grains. Second, aim for a healthy weight.

Third, stay active. The CDC recommends 150 minutes of exercise each week. Exercise does not have to be hard to count – walking is an effective form of exercise. Do what you can; the important part is to move.

Fourth, manage stress. This can be difficult to accomplish, but it's as important as exercise. Stress management can be as simple as taking a walk, meditating, taking yourself out to a heart-healthy lunch or enjoying the company of friends or family. Figure out what helps take you out of a stressful state of mind and practice it until it becomes a regular healthy habit.

Fifth, follow the ABCs:

(A) Check your A1C with routine visits to your treatment provider. A1C gives information about your blood sugars over the previous three months.

(B) Control your blood pressure. This is very important. Blood pressure should be lower than 140/90, but your provider may set a different goal for you.

(C) Manage your cholesterol. Cholesterol can be elevated from lifestyle choices, but it can also be influenced by genetics. The important thing is to know if you have high cholesterol and begin

steps to protect your cardiovascular system from blockages. Medication can help reduce your cholesterol level, and it also stabilizes any plaques that have already formed.

And finally, **(S)**, stop smoking or don't start. Long-term complications from tobacco use are extensive. Not only does smoking affect your vascular system, but it also puts you at risk for cancer. In addition, nicotine changes how your cells respond to insulin, which leads to an increase in blood sugar levels. Compared to nonsmokers, smokers have a 30 to 40% increased risk of developing Type 2 diabetes. If you need help to quit smoking, call 1-800-quit-now (1-800-784-8669).

Sometimes, developing disease is out of our control. But a healthy lifestyle can help us avoid some diseases and also help us combat the diseases that are unavoidable.

If you have questions, schedule an appointment in the Health Services Division to speak with one of the division's nurse practitioners at (202) 707-8035.

Learn more about World Diabetes Day and diabetes generally at the websites of the [CDC](#) and the [International Diabetes Foundation](#).

Assess your risk of prediabetes at [this website](#). ■

TEACHERS, CONTINUED FROM 3

“beyond teaching from textbooks and supporting our students with opportunities to engage with primary sources on a regular basis. The skills they'll learn will allow them to look at historical events with a different lens and will serve as a lifelong tool.”

Another participant wrote: “Love the wealth of possibilities to keep asking, learning and growing! Thank you!!!”

“While we knew that deep con-

nections would be made, we are excited about the positive response from our teachers around the world and look forward to extending the partnership next year,” Schob said.

More information about DoDEA's schools is available on its [website](#). The Library's portal for educators is at [loc.gov/teachers](#). ■

OIG WOULD LIKE TO KNOW

Report suspected illegal activities, waste, fraud, abuse and mismanagement in Library of Congress administration and operations to the Office of the Inspector General (OIG). A link to all Library regulations is available on the [staff intranet](#).

To make a report, contact OIG via the online form [here](#) or report by mail to 101 Independence Ave., S.E., LM 630, Washington, D.C., 20540-1060.

QUESTION AND ANSWER



Courtesy of Nanette Gibbs

Nanette Gibbs

Nanette Gibbs is a business reference and research specialist in the Science, Technology and Business Division (ST&B).

Tell us about your background.

I was born in Manhattan. When I was 5, we moved to the Bronx near Fordham University, the botanical gardens and the zoo.

Our apartment was directly across from an all-girls school that I attended from elementary through high school. A language requirement for all years was Latin and one foreign language. If the French teacher met you in the halls, you were expected to speak French.

This school was ahead of its time, and we had classes with noted academics, including one with the special assistant to media theorist Marshall McLuhan and several with the mathematician and author Mary Dolciani. I will remember her always.

After high school, I attended Fordham and later graduated from Loyola University. I received a master's degree in library science from Queens College, and I attended Columbia University when New York City went bankrupt and I had to pick up extra courses to graduate on time.

What brought you to the Library, and what do you do?

A professor at Columbia told us to leave New York if we had hopes of becoming a librarian. Libraries in New York then were either closing or severely reducing their hours – New York in the 1970s was not where you wanted to be. The professor encouraged us to go to Washington, D.C., to get a job.

I took an early train at about 3 a.m. and looked at every bulletin board at several agencies. Finally, I saw a posting for a job at the Copyright Office for a music cataloger. I applied and after several months got the job.

After Copyright, I became a catalog editor in the Processing Department for the National Union Catalog, where I worked with incredible mentors and language specialists. Then, I became a reference librarian with the Congressional Research Service. Now, I'm a business librarian with ST&B.

What are some standout moments from your career?

While working at the Library, I used to visit during lunch with librarian Virginia Haviland, an international authority on children's literature, in the Center for Children's Literature at the Library. Every few days, she would have piles of books waiting for me to pick up and read.

I shared with her that I knew very little of children's literature and wanted to know more but really didn't have the time to take eve-

ning courses. I believe that I must have completed the equivalent of several courses with her during this time. Most importantly, I learned about books to read to my own children.

I left the Library after about 10 years and became an international baccalaureate and advanced placement teacher with Fairfax County Public Schools. The standout moments from that experience took place every day. I worked with incredible people who guided me through strategies to use with students who had different learning styles or special needs.

I continue to use these strategies in my work today as I know that people process information differently. I returned to the Library in 2016 as a volunteer with the Visitor Engagement Office. In 2017, I became a full-time employee again after a 32-year absence.

What do you enjoy doing outside work?

I'm a birder. Recently, along with other enthusiasts, I met up with "Birding Bob," who leads bird walks in Central Park, at 7 a.m. for a walk through the park.

What is something your co-workers may not know about you?

I have a collection of over 50 rulers of all sizes and meant for different purposes. Some are 15-inch squares, while others are half-square triangles and 3-inch squares. I also collect dental tools. And, I'm a harpist. ■

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IT Tips and Tools for Communicating with Color

BY SAHAR KAZMI

The web accessibility team in the IT Design and Development Directorate of the Office of the Chief Information Officer (OCIO) offers tips and tools to help Library staff members make content more accessible and inclusive, including by using color effectively.

Color is an important part of accessibility. From slideshows to blog posts and beyond, considering color accessibility in your content can help people better see and understand what you want to communicate.

Why? Because people perceive color differently. Some people perceive only a few colors, and some do not see colors at all. Therefore, the colors used in a document or digital experience can make content easier or harder to see, particularly for individuals with visual disabilities, those who are far away from a screen or anyone working in a bright area.

So, even though color can be helpful in crafting a look and feel, guiding people’s attention and highlighting distinctions in material, you should never depend on color alone for communication.

A color contrast ratio describes the difference between two color hues – how light or dark one color is in relation to another. By select-

	High Contrast	Low Contrast	Red	Green	Blue	Yellow
No Adjustment	Library	Library	Library	Library	Library	Library
Red/Green Color Blindness	Library	Library	Library	Library	Library	Library
Blue/Yellow Color Blindness	Library	Library	Library	Library	Library	Library
Without Color	Library	Library	Library	Library	Library	Library

The word “Library” is repeated in different colors using a color blindness simulator.

ing colors that meet minimum contrast ratios, you can ensure more people are able to perceive and understand your information.

For example, the word “Library” in the chart on this page is repeated in different colors using a color blindness simulator. It’s clear that text should not rely on color alone to convey meaning, because people with varying types of color blindness may not be able to perceive the differences between individual colors. Strong color contrast and secondary indicators, such as adjusting font size and boldness, can help people with color blindness better understand your text.

While larger and bolder text needs a lower contrast than regular text, context is key. Text that is large in some settings, such as when a reader is sitting close to a computer screen, may not seem so large in others, such as screen sharing or when someone is reading presentation content from

farther away during an in-person meeting.

Test it out! For an easy way to check if two colors in your document or presentation have good contrast, try the Color Contrast Analyser (CCA), an application all Library employees can request to have added to their computers by searching for CCA in the “Application” dropdown menu in the [OCIO Service Catalog](#).

CCA will give you a preview of what your text and graphics look like with your selected color combination. It includes a number of color blindness simulators and showcases different requirements for regular text, large text and graphics and user interface elements like form fields and buttons.

For more information about color contrast, read [Color Contrast and Communicating with Color](#) on OCIO’s Digital Accessibility Hub.

Questions? Send an email to accessibility-request@loc.gov. ■

CALENDAR

15 TUESDAY

Webinar: Orientation to the Law Library’s digital and on-site collections and services. 1 p.m., [online](#). Contact: kgoles@loc.gov.

Webinar: Orientation to the Library’s online science collections. 2 p.m., [online](#). Contact: nasm@loc.gov.

16 WEDNESDAY

Film: “Nourishing Neighbors Through Community Food Equity,” part of an American Folklife Center series. Noon, [online](#). Contact: taus@loc.gov.

Panel: GIS (geographic information systems) Day 2022 will explore the role of GIS in addressing humanitarian challenges worldwide. 1 p.m., [online](#). Contact: tdod@loc.gov.

Webinar: “Robert Blackburn’s Early Color Lithographs” will examine the artist’s innovative graphic work. 3 p.m., [online](#). Contact: kblo@loc.gov.

17 THURSDAY

Webinar: Foreign law specialist Eduardo Soares will review recently published reports on foreign and comparative law. 2 p.m., [online](#). Contact: kgoles@loc.gov.

SAN SALVADOR, CONTINUED FROM 1

drawings in Mixtec and Nahuatl hieroglyphs in red, yellow, coffee, green, blue and black carbon ink. Written by at least two different Indigenous hands, the hieroglyphs illustrate charges against Alonso Jiménez, the canon of San Salvador, a village to the south of Mexico City. Jiménez, a church official, administered the village on behalf of Spanish colonial authorities.

Two lawsuits arose after a colonial inspector arrived in San Salvador unannounced in 1570 to assess how well it was being managed. The Indigenous people reported mistreatment and harassment of their nobles and accused Jiménez of charges including refusing to pay for the services of artisans, charging for woolen blankets meant to be free, taking more corn than the church was entitled to and stealing textiles.

“It gives you insight into what life was like in this village,” Hessler said. “People are helping the canon make his furniture. They’re farming corn and getting woolen blankets, and they’re also being exploited. We get a real sense of the everyday out of this document, which makes it so important.”

One drawing depicts different amounts of maize, tortillas and other foodstuffs provided to Jiménez as tribute from 1570 to 1571. Another drawing features the faces and names of carpenters not paid for constructing the local church and making Jiménez’s furniture. Yet another represents the value of paintings done for him in tortillas – it shows how many tortillas each painting was worth.

Robert Morris, a G&M acquisitions specialist, alerted Hessler that the codex was available for purchase in 2019. The news came as a complete surprise.

Before the codex came on the market, scholars didn’t know of its existence. “It does not appear

on any of the inventories of Mesoamerican manuscripts or Indigenous drawings,” Hessler said.

On top of that, only three colonial-era manuscripts with Indigenous drawings, plans or maps have come up for sale in the past century.

“It is a super-rare opportunity when one gets a chance to buy something like this,” Hessler said. “We have been so lucky in the last five years to purchase two of these, the [Codex Quetzalecatzin](#) and also this one.” The Library acquired the 1593 Codex Quetzalecatzin in 2017.

After learning of the San Salvador Codex’s availability, Hessler set out to investigate its authenticity and provenance. He consulted experts, the most prominent being Baltazar Brito Guadarrama, director of Mexico’s National Anthropology Library. Early on, Guadarrama examined a digital copy of the codex provided by the Basel, Switzerland, anti-quarian manuscripts dealer conducting the sale.

Hessler traced the provenance of the codex to 19th-century France, where an aristocratic family long owned it. More recently, a Texas collector purchased it, then sold it to the Swiss antiquarian dealer. A few months before the Library purchased the codex, the dealer flew it to the Library, where Conservation Division experts viewed it under ultraviolet light. Library curators, including Hessler, also examined it.

“The manuscript is solid in its provenance,” Hessler said. “It looks like what it’s supposed to be.

Like the San Salvador Codex, one of the Library’s other 16th-century central Mexican pictorial manuscripts – the 1531 [Huexotzinco Codex](#), acquired in the late 1920s as part of the Edward S. Harkness Collection – also narrates a legal dispute. It features testimony against representatives of the

Spanish colonial government by the Nahuatl people of Huexotzinco.

Although it originates beyond central Mexico, yet another colonial-era map at the Library, the Oztoticpac Lands Map, is a Nahuatl pictorial document drawn for a court case in the city of Texcoco around 1540.

What makes the newly acquired San Salvador Codex remarkable is its completeness, Hessler said. The Huexotzinco Codex presents only the Indigenous side of a dispute, while the Oztoticpac Lands Map is just a map and, again, contains only Indigenous testimony.

The San Salvador Codex, on the other hand, has all the information about the lawsuits involved: the Indigenous testimony in Nahuatl, the canon’s defense in Spanish, signatures of the parties, drawings and even the verdict.

The court acquitted the canon on some charges and found him guilty of others. As part of his penalty, he had to pay two pesos of gold to be shared among people who provided him with six jars of fig tree oil.

“It’s incredible, both in its detail and in the fact that you have the complete story,” Hessler said. “From that perspective, it is rare.”

The codex arrived at the Library from Basel on Sept. 23. In early October, several experts including Guadarrama came to the Library to view it.

“Guadarrama, who has spent his career looking at manuscripts like this, was moved to tears on seeing it in person,” Hessler said.

The Library is now scanning and cataloging the codex to make it available online.

As for Hessler, he retired from the Library on Oct. 31.

“This was a great way to go out, I have to say,” Hessler said. “In my career, it’s one of the top two or three acquisitions I ever made.” ■

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